

## SECTION 3

## OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLAN

## 3.1 Overview of topics per term

GRADE 10	
Term	Topic
1	Micro environment Market environment Macro environment Interrelationship between environments Business sectors
2	Contemporary socioeconomic issues Social responsibility Entrepreneurship qualities Forms of ownership
3	Creative thinking and problem solving Business opportunity Business location Contracts Presentation of Business Information Business Plan
4	Self-management Relationship and team performance
GRADE 11	
Term	Topic
1	Influences on and control factors influencing business environments Challenges in business environments Adapting to challenges in business environments Impact and challenges of contemporary socioeconomic issues on business operations Business sectors Benefits of a company versus other forms of ownership Avenues of acquiring a business
2	Creative thinking and problem solving Stress, crisis and change management Transform a business plan into an action plan Starting a business venture based on an action plan Professionalism and ethics  Presentation of Business Information

3	<p>Assessment of entrepreneurial qualities in business Citizenship roles and responsibilities</p> <p>Marketing activities, marketing in the formal and informal sectors Use of technology for marketing</p> <p>Imports and exports</p> <p>Foreign marketing</p> <p>The alignment of foreign marketing and the production function Production function</p>
4	<p>Team Stages, dynamics theories and conflict management</p> <p>Introduction to the Human Resources function</p>
<b>GRADE 12</b>	
Term	Topic
1	<p>Impact of recent legislation on business - response to demands for redress and equity</p> <p>Human Resources function</p> <p>Professionalism and ethics Creative thinking</p> <p>Devise strategies to enable a business to respond to the challenges of the macro business environment</p>
2	<p>Corporate social responsibility</p> <p>Human Rights, inclusivity and environmental issues</p> <p>Team performance assessment and Conflict management</p> <p>Business sectors and their environments</p> <p>Management and leadership</p> <p>Quality of performance within business functions</p>
3	<p>Investment: Securities</p> <p>Investment: Insurance</p> <p>Forms of ownership and their impact on the business operation Presentation of information and data response</p> <p>Revision and preparation for June examination</p>
4	Revision and preparation for the final external examination

## 3.2 Teaching Plans

### 3.2.1 Summary of the Annual Teaching Plan GRADE 10

	TERM 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Micro environment			Market environment	Macro environment			Inter-relationship between environments	Business sectors	Revision	
Assessment	Informal									Formal: Case Study & Control Test	
	TERM 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Contemporary Socioeconomic Issues		Social responsibility	Entrepreneurship Qualities	Forms of ownership		Revision and preparation for examination		June examination		
Assessment	Informal	Formal Assessment: Presentation							June examination		
	TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Creative thinking and problem Solving		Business opportunity	Business location	Contracts	Presentation of Business information	Business Plan			Revision	
Assessment	Informal Assessment		Formal Assessment: Project							Formal: Test	
	TERM 4										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Self-management		Relationship and team performance		Revision and preparation for examination		End-of-the-year examination				
Assessment	Informal assessment				Informal assessment		Final examination				

## 3.2.2 Annual teaching plan Grade 10

## TERM 1

Week/ hour	Topic	Content	Recommended resources
3 Weeks (Week 1 - 3)	1. Micro environment	<ul style="list-style-type: none"> <li>□ The various components and features of the micro (internal) business Environment <ul style="list-style-type: none"> <li>-📖 Vision, mission statement, goals and objectives</li> <li>-📖 Organisational culture</li> <li>-📖 Organisational resources</li> <li>-📖 Management and leadership</li> <li>-📖 Business organisational structure</li> <li>-📖 Eight functions and activities of the business</li> </ul> </li> <li>□ The eight business functions (general management, purchasing, production, marketing, public relations, human resources, administration and financing) <ul style="list-style-type: none"> <li>-📖 General Management - (top, middle and lower management); levels of management and management tasks (planning, organising, activating, leading, directing and controlling) including risk Management <ul style="list-style-type: none"> <li>○ Business organisational structure</li> <li>○ The responsibilities of the various levels of management and the alignment between these levels</li> </ul> </li> <li>-📖 Administration - handling of information/data, management of information, office practice and information technology e.g. computers, faxes, phones, etc.</li> <li>-📖 Financing - classification of types of financing, sources of financing, budgeting, introduction to investments, types of capital</li> <li>-📖 Purchasing: procedures, activities of purchasing functions, cash and credit stock control. The stipulations (nature/purpose/rights and responsibilities/remedies, if any) of the National Credit Act 34 of 2005 and the National Consumer Protection Act 68 of 2008, and their impact on businesses</li> <li>-📖 Public Relations: importance of public relations, methods of PR/ media, brochures, direct contact, etc.</li> </ul> </li> <li>□ The role and importance of the functions within the business</li> <li>□ The relationship between the business functions and <i>how these functions differ in the different types of enterprises</i> <b>(non-examinable)</b> <ul style="list-style-type: none"> <li>-📖 Organisational resources e.g. human, physical/material, financial and information resources</li> </ul> </li> <li>□ The interrelation between the business functions and how they operate in small, medium and big business contexts</li> <li>□ <i>The levels of general management and the tasks associated with each level; use this information to analyse management levels within a public or private organisation(enrichment)</i></li> </ul>	Textbooks/ Study Guides Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
		<ul style="list-style-type: none"> <li>□ The concept of <i>quality</i> - (definition)</li> <li>-☞ Quality in relation to the various business functions                             <ul style="list-style-type: none"> <li>o Quality in the Human Resources function</li> <li>o Quality products</li> <li>o Quality administration processes</li> <li>o Quality and a healthy financial function</li> <li>o Quality management, i.e. planning, organising, leading and controlling</li> <li>o Quality promotion of business image and its impact on different business structures (sole traders versus large businesses)</li> </ul> </li> <li>□ The correlation between management and the success of business in achieving its objectives; strengths and weaknesses</li> </ul>	
1 week (Week 4)	2. Market environment	<p>The components of the market environment</p> <ul style="list-style-type: none"> <li>□ The Market (consumers/customers)</li> <li>□ Suppliers</li> <li>□ Intermediaries</li> <li>□ Competitors</li> <li>□ Other organisations/civil society (e.g. community based organisations - CBOs, non-governmental organisations - NGOs, regulators, strategic allies and unions)</li> <li>□ Opportunities and threats faced by the business - business has no control over these factors</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p>
3 weeks (Week 5 - 7)	3. Macro environment	<p>The various components and features of macro business environments</p> <ul style="list-style-type: none"> <li>□ Physical/natural environment</li> <li>□ Economic environment</li> <li>□ Social, cultural and demographic environment</li> <li>□ Technological environment</li> <li>□ Legal and political environment</li> <li>□ International/global environment</li> <li>□ Institutional environment</li> <li>□ The relationship between the environments</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p>
1 week (Week 8)	4. Inter-relationship of micro, market and macro environments	<p>The relationship between micro, market and macro environments.</p> <ul style="list-style-type: none"> <li>□ <i>The interrelationship between their features</i> <b>(non-examinable)</b></li> <li>□ Interrelatedness within the components of the micro (internal) environment, e.g. between the functions, departments, employer and employee, etc. and the market environment, e.g. the relationship between competitors, agents, the physical environment and staff, etc.</li> <li>□ The interrelation between micro (internal business) and market environments.</li> <li>-☞ Business and consumers</li> <li>-☞ Business and suppliers</li> <li>-☞ Business and intermediaries</li> <li>-☞ Business and competitors</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p>

Week/ hour	Topic	Content	Recommended resources
1 week (Week 9)	5. Business sectors	<ul style="list-style-type: none"> <li>Business sectors: primary, secondary and tertiary</li> <li>- What is meant by primary, secondary and tertiary sectors?</li> <li>- Classification of the various industries (nature of industries and production) into primary, secondary and tertiary sectors</li> <li>Types of sectors: formal and informal / public and private</li> <li>The difference between formal and informal sectors</li> <li>The difference between public and private sectors</li> </ul>	Textbooks Newspaper articles Internet Magazines
2 weeks (Week 10 - 11)	Revision	<ul style="list-style-type: none"> <li>Revision of all topics covered during the first term./ Term test</li> </ul>	Summary notes Revision exercises All material relevant to revision

Term 1: Formal assessment		
Form of assessment	Case study	Control Test
Total marks	50	100
Weighting: Case study converted to 25% and Control Test converted to 75% for reporting purposes		

For a Control Test, a minimum of 4 topics should be covered as per the Grade 10 ATP.

**Daily assessment is important to monitor teaching and learning.**

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Grade 10

TERM 2

Week/hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Contemporary socio-economic Issues	<p>Contemporary socioeconomic issues that impact on business</p> <ul style="list-style-type: none"> <li>□ Inequality and poverty - definitions and impacts</li> <li>□ Inclusivity - definition, aim of inclusivity, and efforts to create an inclusive workforce</li> <li>□ Unemployment and unproductive labour force</li> <li>□ HIV/Aids (a chronic blood disease) - its effect on the business, e.g. reduction of labour force due to HIV/Aids</li> <li>□ Gambling (include pyramid schemes, illegal gambling and money laundering)</li> <li>□ Piracy - illegal copying or reproduction of somebody's product that affects businesses operations (<b>enrichment</b>: copyright, patent and trademarks definition and meaning/relation) - to piracy)</li> <li>□ Counterfeiting/imitations and bootlegging (fake goods) – effect on business operations</li> <li>□ Strikes and political disturbances or labour disputes – include go-slows and lockouts</li> <li>□ Violence (e.g. caused by various forms of misunderstanding) - physical and emotional impact on the workforce, lowering levels of productivity</li> <li>□ Crime (e.g. loss of goods due to theft, corruption, abuse, hi-jackings, burglaries, etc.)</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p>
1 week (Week 3)	2. Social responsibility	<p>Ways in which a business can contribute responsibly towards its immediate community</p> <ul style="list-style-type: none"> <li>□ What is social responsibility?</li> <li>□ Definition of Corporate Social Responsibility</li> <li>□ Initiatives taken by businesses in addressing the socio-economic issues discussed; refer to current issues</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p>
1 week (Week 4)	3. Entrepreneurial qualities	<p>Entrepreneurial qualities</p> <ul style="list-style-type: none"> <li>□ Entrepreneurial qualities: desire for responsibility, risk taker, perseverance, good management and leadership skills, confidence in one's ability to succeed, high levels of energy, passion, big dreams with a clear vision, exceptional organisational skills, high degree of commitment, flexibility (ability to adapt quickly), willpower to overcome obstacles</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p>

Week/hour	Topic	Content	Recommended resources
2 weeks (Week 5 - 6)	4. Forms of ownership	Definition, characteristics, advantages, disadvantages and differences (comparison) between the following forms of ownership: <ul style="list-style-type: none"> <li>• Sole Proprietor</li> <li>• Partnership</li> <li>• Close Corporation <b>(non-examinable)</b></li> <li>• Non-Profit Company</li> <li>• Profit Companies               <ul style="list-style-type: none"> <li>-- Private Company</li> <li>-- Personal Liability Company</li> <li>-- Public Company</li> <li>-- State-owned Company</li> </ul> </li> <li>• Co-operatives <b>(non-examinable)</b></li> </ul>	Textbooks  Newspaper articles  Internet  Magazines  Study guides  Other audio-visual media
4 weeks (Week 7 - 8)	Revision exercises	Revision of all topics covered during the first two terms	Summary notes Exercises  All relevant materials for revision
2 weeks (Week 9 - 10)		<b>June examination</b>	

Term 2: Formal assessment		
Form of assessment	Presentation	June examination
Marks	50	Paper 1= 100 marks and Paper 2=100 marks Total: 200 marks
Weighting: Presentation converted to 25% and June Exam converted to 75% for reporting purposes		

Note: Project - term 3

**This project must be given in term 2.** Learners should complete the project for submission in term 3.

The content dealt with in terms 1 and 2 should be revised for the June examination.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.



Grade 10

TERM 3

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Creative thinking and problem solving	<ul style="list-style-type: none"> <li>• Creative thinking and its contribution towards successful and sustainable business practice</li> <li>• Creative thinking to generate entrepreneurial opportunities and to solve business problems                             <ul style="list-style-type: none"> <li>-- Problem solving:                                     <ul style="list-style-type: none"> <li>o Research skills -finding information to assist with problem Solving</li> <li>o Problem solving versus decision making</li> <li>o Problem-solving cycle: identification of the problem, definition of the problem, formulation of the strategy, implementation of the strategy, allocation of resources, monitoring problem solving and evaluation of the problem-solving process</li> </ul> </li> </ul> </li> <li>• Problem-solving techniques (e.g. Force-Field Analysis, Chair Technique, Empty Chair Technique, Delphi Technique, Nominal Group Technique, brainstorming, Forced Combinations, SCAMPER)                             <ul style="list-style-type: none"> <li>-- <i>The use of indigenous knowledge to solve problems and identify business opportunities (non-examinable)</i></li> <li>-- The use of mind mapping, brainstorming and creative thinking/idea generation to identify innovative and entrepreneurial business opportunities</li> <li>-- The use of non-conventional thinking to identify innovative business opportunities</li> <li>-- Ways in which creative business opportunities can realistically be implemented</li> </ul> </li> </ul>	Textbooks Newspaper articles Internet Magazines Recyclable material
1 week (Week 3)	2. Business opportunity and related factors	<ul style="list-style-type: none"> <li>• Development of a research instrument and the assessment of needs and desires</li> <li>• Identification of possible business opportunities (based on researched needs and desires) and the application of a SWOT analysis (strengths, weaknesses, opportunities and threats) to determine a viable business venture</li> <li>• Generating new ideas, needs analysis/ research, identifying good ideas, market research, SWOT analysis                             <ul style="list-style-type: none"> <li>-- Research instruments and data collection (e.g. questionnaires, interview structures),</li> <li>-- Protocol of conducting research (consent, prior organisational appointments, introduction of basic ethics in research and in business opportunities)</li> <li>-- Definition of business opportunities (based on researched needs and desires) and strengths, weaknesses, opportunities and threats (SWOT)</li> <li>-- Application of SWOT analysis to assess business Opportunities</li> <li>-- Analysis to determine a viable business venture</li> <li>-- Identification of business opportunities</li> </ul> </li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
1 week (Week 4)	3. Business location decision	Investigation of and debate on the factors that impact on business location decisions <ul style="list-style-type: none"> <li>Factors impacting location of a business (e.g. labour regulations, environmental factors, transport, infrastructure, availability of cheaper electricity and water supplies, potential market, raw materials, labour market, climate, government and local regulations, taxes, crime, etc.)</li> </ul>	Textbooks Newspaper articles Internet Magazines Study guides
1 week (Week 5)	4. Contracts	The relevance of contracts and their legal implications in different business contexts <ul style="list-style-type: none"> <li>Definition of a contract</li> <li>Types of contracts: <ul style="list-style-type: none"> <li>Employment contract</li> <li>Employer/employee agreement</li> <li>Insurance - insurer/insured</li> <li>Lease agreement - lessor/lessee agreement</li> <li>Hire Purchase agreement - seller/buyer agreement</li> <li>Rental agreement - landlord/tenant agreement</li> </ul> </li> <li>The legal implications of these contracts in different business contexts (parties, rights and responsibilities of the parties to a contract as prescribed by specific Acts in some contracts)</li> </ul>	Textbooks Newspaper articles Internet Magazines Specimen of contract forms <i>Basic Conditions of Employment Act No 75 of 1997, Labour Relations Act No. 66 of 1995, Rental Housing Act No.50 of 1999, National Credit Act No. 34 of 2005, Consumer Protection Act No. 68 of 2008, Hire Purchase Act, Long-term Insurance Act No. 52 of 1998, Short-term Insurance Act No. 53 of 1998</i>
1 week (Week 6)	5. Presentation of business information	Accurate and concise verbal and non-verbal presentation (including graphs) of a variety of business-related information <ul style="list-style-type: none"> <li>Presentation of business reports with tables, graphs, diagrams and illustrations that include symbols and pictures (e.g. activities, progress, challenges and recommendations)</li> <li>Verbal presentations with support materials (handouts, transparencies, slides, charts, models, etc.) <ul style="list-style-type: none"> <li>Definition of the different audio-visual aids</li> <li>Design and layout of a presentation using different visual aids(e.g. show how to prepare/set out a poster and handouts</li> </ul> </li> </ul>	Textbooks/study guides Newspaper Articles/ charts/slides Tables and pictures Scrap book Transparencies/OHP Internet/ PowerPoint Presentations Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
3 weeks (Week 7 - 9)	6. Business Plan	<p>A business plan (including a financial analysis) that can be implemented (financial viability business plan)</p> <ul style="list-style-type: none"> <li>• Business plans (including financial analysis) based on identified business opportunities                             <ul style="list-style-type: none"> <li>-- Analysis of environmental factors</li> <li>-- Components of the Business Plan</li> <li>-- Cover page and index (includes name of business)</li> <li>-- Executive summary</li> <li>-- Description of the business                                     <ul style="list-style-type: none"> <li>o The long-term objective, mission and vision of the Business</li> <li>o The structure of the business (ownership)</li> <li>o The product/service</li> <li>o Legal requirements of business, e.g. license</li> </ul> </li> <li>-- SWOT analysis</li> <li>-- Marketing plan                                     <ul style="list-style-type: none"> <li>o Market research;</li> <li>o Marketing mix, the 7 Ps: price, product, promotion, place, people, physical environment and process</li> </ul> </li> <li>-- Competition</li> </ul> </li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Example of a business plan</p>
1 week (Week 10)	Revision exercises	<i>Revise topics covered during the term./Term Test</i>	<p>Summary notes</p> <p>Exercises</p> <p>All relevant materials for revision</p>

Term 3: Formal assessment		
Form of assessment	Project	Control Test
Total marks	50	100
Weighting: Project converted to 25% and Control Test converted to 75% for reporting purposes		

A control test should cover the content dealt with in a term.

**Daily assessment is important to monitor teaching and learning**

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

## Grade 10

## TERM 4

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Self- management	<p>The concept of self-management and a discussion on how it is relevant in a business context</p> <ul style="list-style-type: none"> <li>• Time management, personal goals, definition of success and a balanced lifestyle (e.g. balancing work with relaxation)</li> <li>• Development of a professional image (e.g. neatness of work, presentations) and access to resources to assist with professional image</li> <li>• Personal analysis of strengths, weaknesses, talents and interests</li> <li>• Discussion of the following concepts with regard to self-management: self-knowledge, self-confidence, stress management (concepts of stress management), adaptability.</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p>
2 weeks (Week 3 - 4)	2. Relationship and team performance	<ul style="list-style-type: none"> <li>• Ways in which people need to work together to accomplish business objectives; discuss factors that can influence these relationships (e.g. prejudice, beliefs, values and diversity)               <ul style="list-style-type: none"> <li>-- Understanding business objectives (e.g. profit, productivity, service)</li> <li>-- Interpersonal relationships in the workplace (e.g. different hierarchies, management levels, the importance of each individual in achieving business objectives)</li> <li>-- Personal beliefs and values and how they influence business relationships (e.g. prejudice, discrimination, equity, diversity)</li> </ul> </li> <li>• Criteria for successful and collaborative team performance in a business context and assessment of a team against these criteria               <ul style="list-style-type: none"> <li>-- Working in a team to accomplish business objectives, e.g. clear objectives and agreed goals, openness, mutual respect, support and mutual trust, members committed to achievement, sound inter-team relations, individual development opportunities, review of the team processes.</li> </ul> </li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p>
2 weeks (Week 5 - 6)	Revision exercises	<i>Revise all topics in preparation for final examinations.</i>	<p>Exercises</p> <p>Summary notes</p>
4+ weeks (Week 7 - 10)		<b>End-of-year examination</b>	

Term 4			
Year mark	End-of-year examination		Total
100	Paper 1 150	Paper 2 150	400

Converted marks for terms 1 to 3 equals a year mark of 100 (25% of the total mark). Add the year mark to the examination mark of 300 (75% of the total mark) to get a total mark of 400 marks and divide by 4 to get %.

## 3.2.3 Summary of Annual Teaching Plan - Grade 11

	TERM 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Influences on, and control factors relating to, the business Environments	Challenges of the business environ-ments	Adapting to Challenges of business Environments	Impact and challenges of contemporary socioeconomic issues on business operations.		Business sectors benefits of a company versus other forms of Ownership		Avenues of acquiring business	Revision	
Assessment	Informal									Formal: Case Study & Control Test
	TERM 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Creative thinking and problem solving. Concepts: stress, crisis and change management	Transform a business plan into an action plan		Start a business venture based on an action plan		Professionalism and ethics.  Present a Business Information	Revision and preparation for June examination		Examination	
Assessment	Informal	Formal presentation							June examination	
	TERM 3									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Assessment of entrepre-neurial qualities in Business	The citizenship roles and responsibilities	Marketing activities, marketing in the formal and informal sectors. Use of technology for marketing. Imports and exports. Foreign marketing. The alignment of foreign marketing and the production function.				Revision and end-of-the-year examination		Revision	
Assessment	Informal Assessment		Formal Assessment: Project					Formal Test		
	TERM 4									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Team stages and dynamics theories and conflict management		Introduction to Human Resources function		Revision and preparation for the year-end examination		End-of-the-year examination			
Assessment	Informal assessment								Year-end exams	

## 3.2.4 Annual teaching Plan Grade 11

## TERM 1

Week/ hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Influences on business environments	<ul style="list-style-type: none"> <li>Examination of control factors, e.g. more control over micro environment, less control over market environment and even less control over macro environment</li> <li>Ways to be involved in macro environment - if beneficial to Business               <ul style="list-style-type: none"> <li>Micro environment The business mission and objectives, its management structure, its resources and its culture are primarily controlled by the enterprise's management.</li> <li>Market environment The customers, suppliers, competitors, regulators and strategic allies and unions give rise to particular opportunities and threats. Business has no control over the factors.</li> <li>Macro environment Enterprise in relation to the macro environment, i.e. economic, techno-logical, and political environments</li> </ul> </li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 2)	2. Challenges of the business environment	<p>The challenges of the micro (internal), market and macro business Environments</p> <ul style="list-style-type: none"> <li><b>Challenges of the micro environment</b> (e.g. difficult employees, lack of vision and mission, lack of adequate management skills, unions, strikes and go-slows, etc.)</li> <li><b>Challenges of the market environment</b> (e.g. competition, shortages of supply, changes in consumer behaviour, demographics and psychographics, socio-cultural factors)</li> <li><b>Challenges of the macro environment</b> (e.g. changes in income levels, political changes, contemporary legal legislation, labour restrictions, micro-lending, globalisation/ international challenges, social values and demographics, socioeconomic issues)</li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media
1 week (Week 3)	3. Adapting to challenges of the business environments	<p>How a business constantly needs to adapt to the challenges of the micro (internal), market and macro business environments</p> <ul style="list-style-type: none"> <li>Ways in which a business can adapt to challenges of the macro environment, and whether this is to the benefit of the business               <ul style="list-style-type: none"> <li>Information management, strategic responses, mergers, takeovers, acquisitions and alliances, organisation design and flexibility, direct influence of the environment and social Responsibility</li> <li>Lobbying, networking and power relations                   <ul style="list-style-type: none"> <li>Lobbying e.g. hedging against inflation, bargaining sessions between management and unions, influencing supervisory body/regulators.</li> <li>Networking, e.g. finding new customers.</li> <li>Power relationships e.g. strategic alliance agreements, persuasion of large investors, company representatives' influence.</li> </ul> </li> </ul> </li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
2 weeks  (Week 4 - 5)	4. Contemporary socio-economic issues	<ul style="list-style-type: none"> <li>The impact of contemporary socio-economic issues on business Operations.                             <ul style="list-style-type: none"> <li><i>Challenges; decisions for specific business situations (non-examinable)</i></li> </ul> </li> <li>-- The impact of contemporary socio-economic issues on business operations and productivity, e.g. income, inflation, social, cultural and demographic issues, economic crime, ethical misconduct (sexual harassment, corruption, mismanagement of funds, etc.), population growth, illiteracy, lack of skills, unavailability of natural resources, inefficiency in the use of resources, dumping, exhaustion of natural resources, piracy, strikes</li> <li><i>Solutions to deal with piracy</i></li> <li>-- Piracy: the nature and definition of each intellectual property Right                             <ul style="list-style-type: none"> <li>○ Copyright</li> <li>○ Patent</li> <li>○ Trade mark</li> </ul> </li> <li>Investigation of developments in industrial relations that relate to contemporary business practice                             <ul style="list-style-type: none"> <li>○ Labour strikes, go-slows and lockouts</li> <li>○ Labour Relations Act (nature and purpose)</li> <li>○ What is a trade union?</li> <li>○ <i>History of trade unions (non-examinable)</i></li> <li>○ Roles of trade unions</li> <li>○ Functions of trade unions</li> </ul> </li> </ul>	Textbooks  Newspaper articles  Internet  Magazines  Other audio-visual media
1 hour (Week 6)	6. Business sectors	The links between various primary, secondary and tertiary enterprises  Examination of the links between: <ul style="list-style-type: none"> <li>Primary enterprises</li> <li>Secondary enterprises</li> <li>Tertiary enterprises</li> </ul>	Textbooks  Newspaper articles  Internet  Magazines  Other audio-visual media
1 week and 3 hours (Week 6 - 7)	7. Benefit of a company over other forms of ownership	The benefits and challenges of establishing a company versus other forms of ownership (including taxation issues) <ul style="list-style-type: none"> <li><i>Recap the characteristics, advantages and disadvantages of the forms of ownership (non-examinable)</i></li> <li>The benefits and challenges of establishing a company versus other forms of ownership i.e. sole trader, partnership, companies (including taxation issues)                             <ul style="list-style-type: none"> <li><i>Close Corporation and co-operatives (non-examinable)</i></li> </ul> </li> <li>Formation of companies                             <ul style="list-style-type: none"> <li>-- The company's charter - Memorandum of Incorporation</li> <li>-- Name of the company - incorporation and commencement of the company</li> </ul> </li> <li><i>-- Prospectus: Initial Public Offer and secondary offer</i></li> </ul>	Textbooks  Newspaper articles  Internet  Magazines  Other audio-visual media  Copies of the Companies Act

Week/ hour	Topic	Content	Recommended resources
1 week (Week 8)	8. Avenues of acquiring a business	<p>Avenues of acquiring businesses: franchising, outsourcing, leasing; discuss their advantages and disadvantages as well as their contractual implications</p> <ul style="list-style-type: none"> <li>Avenues of acquiring businesses: franchising, outsourcing, Leasing</li> <li>Their advantages and disadvantages as well as contractual Implications: royalties, legalities</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p>
2 weeks (Week 9 - 10)	Revision	<i>Revise topics covered during the term/Term Test</i>	<p>Summary Notes</p> <p>Exercises</p> <p>All relevant materials for revision</p>

Term 1: Formal assessment		
Form of assessment	Case Study	Control Test
Total marks	50	100
Weighting: Case study converted to 25% and Control Test converted to 75% for reporting purposes		

Note

Control test should cover 5 topics done as per the ATP for Term 1

**Daily assessment is important to monitor teaching and learning.**

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.



Grade 11

TERM 2

Week/ hour	Topic	Content	Recommended resources
2 hours (Week 1)	1.Creative thinking and problem solving	<ul style="list-style-type: none"> <li>□ Application of creative thinking to address business problems and to improve business practice</li> <li>□ Creative thinking to address business problems and to improve business practice                             <ul style="list-style-type: none"> <li>-☞ Problem-solving skills in a business context</li> <li>-☞ Routine vs. creative thinking, mental blocks to creativity and idea generation</li> <li>-☞ Application Delphi technique and force-field analysis to solve business problems</li> <li>-☞ Working with others to solve problems and generate ideas</li> <li>-☞ Creative thinking skills and conventional vs. non-conventional solutions (include indigenous approach and solutions)</li> </ul> </li> <li>□ Creative solutions to business problems; assess these against the reality of the business environment (<b>non-examinable</b>)</li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 hours (Week 1)	2. Stress and crisis management	<ul style="list-style-type: none"> <li>□ The concepts relating to stress, crisis and change Management                             <ul style="list-style-type: none"> <li>-☞ Concepts relating to stress                                     <ul style="list-style-type: none"> <li>○ How to manage stress in the workplace   <ul style="list-style-type: none"> <li>○ Explain the importance of stress management in pressurised work environments</li> <li>○ Crisis and change management</li> <li>○ Dealing with business-related crises (e.g. tight deadlines, loss of property, illness)</li> </ul> </li> </ul> </li> </ul> </li> <li>Theory of change management: <b>John P Kotter's 8 steps of leading change</b> <ul style="list-style-type: none"> <li>• Discuss how businesses can deal with affirmative action and globalisation</li> <li>• Discuss how individuals can deal with unemployment and retrenchment</li> </ul> </li> </ul>	Textbooks Newspaper articles Internet Magazines Health brochures Other audio-visual media
2 weeks (Week 2 - 3 )	3. Transformation of a business plan into an action plan	<p>Transformation of a business plan into an action plan (including Gantt charts and timelines) - collaboratively or independently</p> <ul style="list-style-type: none"> <li>• Transformation of a business plan into an action plan (e.g. planning tools: Gantt charts or Work Breakdown Structure (WBS) with timelines and responsibilities, project planning)</li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media Business plans - sample/specimen
2 weeks (Weeks 4 - 5)	4. Setting up/ starting a business	<p>Collaboratively or independently starting a business venture based on an action plan</p> <ul style="list-style-type: none"> <li>• Initiating and setting up business ventures to generate income, basing this on an action plan.</li> <li>• Acquiring funding (Equity capital/loans/debt, considering other sources of funding/capital), if needed.</li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media

Week/ hour	Topic	Content	Recommended resources
2 hours (Week 6)	5. Professionalism and ethics	<ul style="list-style-type: none"> <li>□ Discussion of the following theories:               <ul style="list-style-type: none"> <li>• Consequential theory</li> <li>• The common good approach</li> <li>• The right approach</li> <li>• Principles of professionalism</li> </ul>               explore how they relate to the business environment             </li> <li>□ Application of the principles and skills of professional, responsible, ethical and effective business practice               <ul style="list-style-type: none"> <li>-☞ The definitions of and differences between professionalism and ethics</li> <li>-☞ The theories and principles of professionalism and ethics; explore how they relate to the business environment</li> <li>-☞ The difference between good and bad decisions <b>(non-examinable)</b></li> <li>-☞ The principles and skills of professional, responsible, ethical and effective business practice</li> </ul> </li> </ul> <p><i>The concept of ethics and different perspectives on ethics, as well as ethical business ventures (non-examinable)</i></p>	Textbooks Newspaper articles Internet Magazines Other audio-visual media The King Code of Governance
2 hours (Week 6)	6. Presentation of business information	<p>Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs); respond professionally to questions and feedback</p> <ul style="list-style-type: none"> <li>□ Presentation and validation (support) of business-related information in verbal and non-verbal format (including tables, graphs, diagrams and illustrations); posters and handouts (recap)</li> <li>□ Design and layout of the presentation using different visual aids (e.g. show how to prepare/set out transparencies/slides, posters and handouts) (recap)</li> <li>□ Written information - reports, business plans, business information and analysis, e.g. steps in report-writing, composing a flyer.</li> <li>□ Responding in a non-aggressive and professional manner to questions about work and presentations, e.g. answer all questions, make notes, do not argue, apologise for errors.</li> </ul>	Textbooks Newspaper articles Internet Magazines Other audio-visual media
2 weeks (Week 7 - 8)	Revision exercises	<i>Revise topics covered during first two terms.</i>	Textbook exercises Summary notes All relevant materials for revision
2 weeks (Week 9 - 10)		<b>June examination</b>	

Term 2: Formal assessment			
Form of assessment	Presentation	June examination	
Marks	50	Paper 1 150	Paper 2 150
Presentation converted to 25% and June Examination converted to 75% for reporting purposes			

*Note: Project - term 3:*

*This project must be given in term 2. Learners should complete the project for term 3 and submit.*

*The content dealt with for term 1 and 2 should be revised for the June examination.*

*The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.*

*The word 'recap' used in this document means the content is examinable in that grade.*

Grade 11

TERM 3

Week/ hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Entrepreneurial qualities and success factors	<p>The degree to which a business embraces entrepreneurial Qualities</p> <ul style="list-style-type: none"> <li>Identification and assessment of a business against the entrepreneurial qualities (e.g. risk taking, perseverance, good management) (recap entrepreneurship qualities from Grade 10 and assess a business against the qualities)</li> </ul> <p>Critical <b>evaluation</b> of a business venture, and identification of its success factors and areas for improvement</p> <ul style="list-style-type: none"> <li>Exploration and identification of what makes a business successful. Key success factors, e.g. sustainability, profitability, customer base. Identify areas for improvement .</li> </ul> <p><b>Note:</b> In the absence of an identified business, use a case study.</p>	<p>Textbooks Newspaper Articles Internet Magazines Other audio-visual media</p>
1 week (Week 2)	2. Citizenship role and responsibilities	<p>The citizenship roles and responsibilities that business practitioners need to perform within a business environment</p> <ul style="list-style-type: none"> <li>The role of citizens and how they can through business contribute to the social and economic development of their communities</li> <li><b>The role than an individual can play in the community (e.g. HIV/AIDS counsellor, coaching and mentoring, caregiving)</b></li> </ul> <p>- Case scenarios of how individuals have given back to their Communities</p> <ul style="list-style-type: none"> <li>The role that business, civil society, non-governmental organisations and community based organisations (NGOs and CBOs) and individual business practitioners can play in the social and economic development of communities</li> </ul>	<p>Textbooks Newspaper  Articles Internet Magazines Other audio-visual media</p>
4 weeks (Week 3 - 6)	3. Marketing function	<p>The aspects of the marketing function: marketing activities; product policy; pricing policy; distribution; marketing communication; foreign marketing.</p> <ul style="list-style-type: none"> <li><b>Marketing activities: product policy, pricing policy, Communication policy and distribution policy.</b></li> <li>-- Marketing: locating the consumer, standardisation and grading, storage, transport, financing, risk-bearing, and buying &amp; selling</li> <li>-- Product policy: product development, design, packaging and trademarks</li> <li>-- Distribution policy: channels of distribution, intermediaries, direct and indirect distribution</li> <li>-- Communication policy: sales promotion, advertising, publicity and personal selling</li> <li>-- Pricing policy: importance of pricing, pricing techniques, price determination, factors influencing pricing, price Adjustments</li> <li>Marketing in the formal and informal sectors.</li> <li>Use of technology for marketing: electronic marketing</li> <li>Foreign marketing: imports and exports.</li> <li>Alignment of foreign marketing and the production function (e.g. systems, planning, safety, quality and costing) <b>(non-examinable)</b></li> </ul>	<p>Textbooks Newspaper articles Internet Magazines Other audio-visual media</p>

Week/ hour	Topic	Content	Recommended resources
3 weeks (Week 7 - 9)	4. Production function	<p>The aspects of the production function: systems; production planning; safety management; quality control; production costs</p> <ul style="list-style-type: none"> <li>• Systems (mass, batch and job)</li> <li>• Production planning (information about production planning and control) <ul style="list-style-type: none"> <li>-- Production planning: planning, routing, scheduling and Loading</li> <li>-- Production control: dispatching, following up, inspection and corrective action</li> </ul> </li> <li>• Safety management: knowledge about factory safety, machinery and <i>Occupational Health and Safety Act</i>, Workplace Safety Policy</li> <li>• Quality control: quality management systems (SABS), quality control bodies and policies</li> </ul> <p>Production costs: business calculations - total cost of production, unit cost of production, selling price and calculation of profit, break-even analysis</p>	<p>Textbooks Calculators Newspaper articles Internet Magazines Other audio-visual Media</p>
1 week (Week 10)	Revision	<i>Revise topics covered during the term/Term Test</i>	<p>Summary notes Exercises All relevant materials for Revision</p>

Term 3: Formal Assessment		
Form of Assessment	Project	Control Test
Total marks	50	100
Weighting: Project converted to 25% and control test converted to 75% for reporting purposes		

Control test should cover a minimum of 3 topics done as per the ATP for Term 3.

**Daily assessment is important to monitor teaching and learning.**

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

TERM 4

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 1 - 2)	1. Team dynamics and conflict management	<ul style="list-style-type: none"> <li>Description of team dynamics theories; use them to analyse specific business-based case studies</li> <li>-- Stages of team development/ building a team:                             <ul style="list-style-type: none"> <li>Forming stage/getting to know each other</li> <li>Storming stage/true character starts to show/first round Conflict</li> <li>Norming stage/settling and reconciliation</li> <li>Performing stage/working as a team towards the goal</li> </ul> </li> <li>-- Team dynamics theories                             <ul style="list-style-type: none"> <li>Belbin role theory (action-oriented role, people-oriented role, cerebral role)</li> <li>Insights based on Jungian theory</li> <li>MTR-I approach</li> <li>Margerison-McCann profiles</li> <li>Group consensus</li> </ul> </li> <li>-- Conflict management                             <ul style="list-style-type: none"> <li>Definition of conflict</li> <li>Causes of conflict in the business</li> <li>Definition of conflict management</li> <li>Conflict management theories: Traditional theory and contemporary theory –</li> <li>Apply these to both individual and group scenarios in the workplace forum.                                     <ul style="list-style-type: none"> <li>strikes, trade unions (<b>non-examinable</b>)</li> </ul> </li> <li>Conflict management skills to resolve differences in business situations refer to workplace forums</li> <li>The function of workplace forums (refer to trade unions) (<b>non-examinable</b>)</li> </ul> </li> </ul>	Textbooks Calculators Newspaper Articles Internet Magazines Other audio-visual Media
2 weeks (Week 3 - 4)	2. Introduction to Human Resources	<ul style="list-style-type: none"> <li>Human resources activities (e.g. recruitment and selection, contracts, <b>interview</b>, induction, salaries, and other benefits)</li> <li>Procedures related to recruitment, selection and <b>placement</b></li> </ul> Discussion of the following <ul style="list-style-type: none"> <li>Legalities of employment contracts</li> <li>Procedures of induction and placement</li> <li>Interviewing, selection and induction</li> <li>Salary determination (piecemeal and time-related) including personal tax, link to basic conditions of employment</li> <li>Employee benefits e.g. pension and medical aid</li> </ul> Discussion of the implication of the following Acts on the Human Resources function: <ul style="list-style-type: none"> <li><i>Labour Relations Act</i> (LRA) No.66 of 1995,</li> <li><i>Basic Conditions of Employment Act</i> (BCEA) No.75 of 1997,</li> <li><i>Employment Equity Act</i> (EEA) No.55 of 1998, <i>Compensation for</i></li> <li><i>Occupational Injuries and Diseases Act</i> (COIDA) No.61 of 1997</li> </ul>	Textbooks Calculators Newspaper  Articles Internet Magazines Other audio-visual Media Relevant Acts

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 5 - 6)	Revision exercises	Revision of all topics in preparation for final examination	Textbook exercises Summary notes Question papers
4 weeks (Week 7 - 10)		<b>End-of-year examination</b>	

Term 4			
Year mark	End-of-year examination		Total
	Paper 1 150	Paper 2 150	300
100	300		400

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Converted marks for terms 1 to 3 equals a year mark of 100 (25% of the total mark). Add the year mark to the examination mark of 300 (75% of the total mark) to get a total mark of 400 and divide by 4 to get %.

## 3.2.5 Summary of Annual Teaching Plan Grade 12

TERM 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Impact of recent legislation on business - response to demands for redress and equity.			Human Resources function		Profession- alism and Ethics	Creative thinking	Devise strategies for a business to use in its response to the challenges of the macro business environment.		
Assessment	Informal									Formal: Case Study & Control Test
TERM 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Concept of <i>corporate social responsibility</i> .  Human Rights, Inclusivity and Environmental issues		Team performance assessment and conflict management	Business sectors and their environments	Management And Leadership	Quality of Performance within business Functions	Revision and preparation for June examination		June examination	
Assessment	Informal                      Formal Assessment: presentation								June examination	
TERM 3										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Investment: Securities	Investment: Insurance	Forms of ownership and their impact on the business operation	Presentation of information and data response		Revision and preparation for the Preparatory examination		Preparatory examination		
Assessment	Informal Assessment                      Formal Assessment: Project and Test						Preparatory examination			
TERM 4										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Revision and preparation for the final external examination				Revision				Final examination	
Assessment	Informal								External examination	



## 3.2.6 Annual teaching plan Grade 12

## TERM 1

Week/ hour	Topic	Content	Recommended resources
3 weeks (Week 1 - 3)	1. Macro environment: impact of recent legislation on Business	<p>The impact of <b>EIGHT</b> Acts developed in response to demands for redress and equity, on small and large business Operations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Skills Development Act</i> No.97 of 1998 (e.g. skills levies and their implications for small and large businesses)</li> <li>- <i>National Skills Development Strategy and Human Resources Development Strategy</i> (i.e. Sector Education and Training Authorities)</li> <li><input type="checkbox"/> <i>Labour Relations Act</i> No.66 of 1995</li> <li><input type="checkbox"/> <i>Employment Equity Act</i> No.55 of 1998</li> <li><input type="checkbox"/> <i>Basic Conditions of Employment Act</i> No.75 of 1997</li> <li><input type="checkbox"/> <i>Compensation for Occupational Injuries and Diseases Act</i> No.61 of 1997</li> <li><input type="checkbox"/> Black Economic Empowerment</li> <li><input type="checkbox"/> Broad Based Black Economic Empowerment</li> <li>- <i>Human Rights as defined in the Constitution</i> (issues of equality, respect and dignity including other economic, social and cultural rights) <b>(non-examinable)</b></li> <li>- <i>Inclusivity</i> (diversity in the business such as poverty, inequality, race, gender language, age, disability and other factors) <b>(non-examinable)</b></li> <li>- <i>Environmental issues</i> (protection of the environment and human health by the business) <b>(non-examinable)</b></li> <li><input type="checkbox"/> <i>National Credit Act</i> No.34 of 2005</li> <li><input type="checkbox"/> <i>Consumer Protection Act</i> No.68 of 28 April 2009</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>○ Focus on the purpose, Advantages, disadvantages, compliance, penalties and actions regarded as discriminatory Acts as listed in the following EIGHT Acts.</li> <li>○ The rights of businesses and consumers in the following TWO Acts: CPA and NCA and the right of the employer and employees in the LRA.</li> </ul>	Copies of the Acts Textbooks

Week/ hour	Topic	Content	Recommended resources
(Week 4 - 5)	Resources function	<p>The relevant legislation and the following aspects of the Human Resources function: recruitment and selection; employee Contracts:</p> <p>induction and placement; salary administration; employee benefits; skills development</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the Human Resources activities: recruitment, selection, induction, placement, salary determination, and employee benefits</li> <li><input type="checkbox"/> Procedures related to recruitment, selection and placement</li> <li><input type="checkbox"/> Discussion of induction and interview</li> <li><input type="checkbox"/> Legalities of employment contracts</li> <li><input type="checkbox"/> Procedures of screening and placement</li> <li><input type="checkbox"/> Interviewing, selection and induction</li> <li><input type="checkbox"/> Salary determination (piecemeal and time-related), including personal tax; link to basic conditions of employment</li> </ul> <p><b>Discussion of the implication of the following Acts on the Human Resources function:</b></p> <ul style="list-style-type: none"> <li>• <i>Labour Relations Act</i> (LRA) No.66 of 1995,</li> <li>• <i>Basic Conditions of Employment Act</i> (BCEA) No.75 of 1997,</li> <li>• <i>Skills Development Act</i> (SDA) No.97 of 1998</li> <li>• <i>Employment Equity Act</i> (EEA) No.55 of 1998,</li> <li>• <i>Compensation for Occupational Injuries and Diseases Act</i> (COIDA) No.61 of 1997</li> </ul> <p><input type="checkbox"/> <i>Skills Development Act</i> (SDA) No.97 of 1998 and the link with SETAs, learnerships, skills programmes, qualifications, National Qualifications Framework, SAQA, etc. <b>(enrichment)</b></p>	<p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p> <p>Copies of the different relevant Acts.</p>

Week/ hour	Topic	Content	Recommended resources
1 week (Week 6)	3. Ethics and professionalism	<ul style="list-style-type: none"> <li>How professional, responsible, ethical and effective business practice should be conducted in changing and challenging business environments               <ul style="list-style-type: none"> <li>-- The meaning of ethical behaviour <b>in businesses</b></li> <li>-- Ethical and unethical business practice with practical examples, e.g. fair and unfair advertisements</li> <li>-- Professional and unprofessional business practices with practical examples, e.g. good use of work time and abusing work time</li> <li>-- The <b>differences</b> between ethical and professional behaviour</li> <li>-- Ways in which professional, responsible, ethical and effective business practice should be conducted (e.g. not starting a venture at the expense of someone else, payment of fair wages, regular payment of tax).</li> </ul> </li> <li>Reflection of the business environment and issues that could challenge ethical and professional behaviour (e.g. taxation, sexual harassment, pricing of goods in rural areas, unfair advertising, unauthorised use of funds, abusing work time, etc.) and ways/strategies that could be used to address these issues</li> </ul>	Textbooks Newspaper articles Internet Magazines Business/school's Code of Conduct Example of business policy Other audio-visual media <i>The King Code of Governance</i>
1 week (Week 7)	4. Creative thinking	<b>Analyse and apply creative thinking/problem solving techniques: Brainstorming, Nominal group technique, Delphi technique and Force-field analysis to solve complex business problems in case studies and given scenarios.</b> <ul style="list-style-type: none"> <li>Acquiring advanced problem-solving skills</li> <li>Application of creative thinking to respond to challenges in dynamic and complex business contexts</li> </ul>	Textbooks Newspaper articles Internet Magazines

Week/ hour	Topic	Content	Recommended resources
3 weeks (Week 8 - 10)	5. Macro environment: business strategies	<p>Devising/formulation of strategies a business could use in response to the challenges of the macro business environment; critically evaluate such strategies and make recommendations as required</p> <ul style="list-style-type: none"> <li>Advanced problem-solving skills (revision). Skills to be used in strategy formulation, e.g. use any creative thinking technique to: device business strategies, generate business ideas, resolve conflict and solve any business-related problems. <ul style="list-style-type: none"> <li>Devise business strategies: use only the following industry analysis tools: SWOT analysis, Porter's Five Forces and <b>PESTLE</b> analysis - <b>exclude</b> the Balanced Scorecard.</li> </ul> </li> <li><b>Development of strategies in response to challenges in business environments:</b> <ul style="list-style-type: none"> <li>SWOT analysis of the business environments (including PESTLE)</li> <li>Formulation of strategies</li> <li>Implementation of strategies</li> <li>Evaluation of strategies</li> </ul> </li> <li><b>Types of business strategies</b> <ul style="list-style-type: none"> <li>Integration strategies</li> <li>Forward integration, backward integration and horizontal Integration</li> <li>Intensive strategies</li> <li>Market penetration, market development and product Development</li> <li>Diversification strategies</li> <li>Concentric diversification, horizontal diversification and conglomerate diversification</li> <li>Defensive strategies</li> <li>Retrenchment, divestiture and liquidation</li> <li><b>Other strategies (non-examinable)</b> <ul style="list-style-type: none"> <li>the company repositions itself by replacing one or more individuals</li> <li>revising a business mission</li> <li>establishing or revising objectives</li> <li>devising new policies</li> <li>issuing stock to raise capital</li> <li>adding an additional salesperson</li> <li>allocating resources differently <ul style="list-style-type: none"> <li>developing new performance incentives</li> </ul> </li> </ul> </li> </ul> </li> <li><b>Strategic evaluation</b> <ul style="list-style-type: none"> <li>Evaluate these strategies and make recommendations for their improvement <ul style="list-style-type: none"> <li><b>Three activities of strategy evaluation:</b> <ul style="list-style-type: none"> <li>examination of the underlying bases of a business Strategy</li> <li>comparison of expected performance (measure business performance)</li> <li>taking corrective action where necessary</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Textbooks Newspaper articles Internet Magazines Example of a business vision and mission statement, objectives and strategic plan, scrap book</p>

Week/ hour	Topic	Content	Recommended resources
1 week (Week 11)	Revision	<i>Revision of the term's work/Term test</i>	Exercises Summary notes All material relevant to revision

Term 1: Formal assessment		
Form of assessment	Case study	Control Test
Total marks	50	100

Case study converted to 25% and control test converted to 75% for reporting purposes

Learners must be able to answer problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.

**Daily assessment is important to monitor teaching and learning**

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

Grade 12

TERM 2

Week/ hour	Topic	Content	Recommended resources
1½ week (Week 1 - 2)	1. Social responsibility and corporate citizenship/ Corporate Social Responsibility (CSR)	<ul style="list-style-type: none"> <li>The <b>definition</b> of the concept social responsibility</li> <li><i>Implication of social responsibility on businesses and communities</i> <b>(non-examinable)</b></li> <li><b>Meaningful contribution of time and effort to advance the well-being of employees and communities</b></li> </ul> <p>-- Ways in which a business project can contribute towards the community</p> <p>-- Corporate Social Responsibility</p> <ul style="list-style-type: none"> <li>Definition (recap)</li> <li>Nature and process of Corporate Social Responsibility</li> <li>Benefits to business and community</li> <li>Problems/challenges: business and community</li> <li>Components of Corporate Social Responsibility, e.g. environment, ethical corporate social investment, health and safety, etc.</li> </ul> <p>-- Corporate Social Investment</p> <ul style="list-style-type: none"> <li>Definition</li> <li>Nature of Corporate Social Investment</li> <li>Corporate Social Investment <i>projects</i></li> <li><i>Human rights issues</i> <b>(enrichment)</b></li> </ul> <p>O Responsible business practice</p> <p>o Challenges to the business:</p> <p>o A challenge to meet the longer term needs of the society within which they operate</p> <p><i>Legislative requirements</i> <b>(non-examinable):</b></p> <ul style="list-style-type: none"> <li><i>Employment Equity Act</i></li> <li><i>Skills Development Act (e.g. skill levies and their implications for small and large businesses), BEE and compliance</i></li> <li><i>The National Skills Development and Human Resource Development Strategy (i.e. Sector Education and Training Authorities)</i></li> </ul> <p><i>Recap the relevant Acts</i></p>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Magazines</p> <p>Corporate Social Responsibility policy of a specific business, e.g. Shoprite</p> <p>Internet</p> <p>Other audio-visual media</p> <p>Copies of the Acts</p>

Week/ hour	Topic	Content	Recommended resources
½ week/2 hours (Week 2)	2. Human rights, inclusivity and environmental issues	<p>The extent to which a business venture addresses issues such as human rights, inclusivity and environmental issues</p> <ul style="list-style-type: none"> <li>Assess a business venture against criteria to measure human rights, inclusivity, and environmental issues               <ul style="list-style-type: none"> <li>Human rights issues as defined in the Constitution of the</li> <li>Economic, social, and cultural rights                   <ul style="list-style-type: none"> <li>Issues of equality, respect, and dignity</li> </ul> </li> <li>Diversity in the business - issues of diversity such as                   <ul style="list-style-type: none"> <li>poverty, inequality, race, gender, language, age, disability</li> </ul> </li> <li>Environmental protection and human health</li> </ul> </li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Magazines</p> <p>The Constitution of the RSA</p> <p>Internet/other audio-visual media</p>
1 week (Week 3)	3. Team performance assessment Conflict Management and problem solving	<ul style="list-style-type: none"> <li>Collaboration with others to contribute towards the achievement of specific objectives               <ul style="list-style-type: none"> <li>Criteria for successful team performance (recap)</li> <li>Self assessment and team performance assessment according to team criteria, e.g. interpersonal attitudes and behaviour, shared values, communication, etc.</li> <li><i>How to effectively perform a specific role within a team (non-examinable)</i></li> </ul> </li> <li><i>Problem solving and management of problems that arise from working with others or in teams (non-examinable)</i></li> <li>Conflict resolution/steps</li> <li>Correct procedures to deal with grievances</li> <li>Different ways of dealing with difficult people               <ul style="list-style-type: none"> <li>Different ways of dealing with the following different personalities: complainer, expert, aggressive, quiet, indecisive, over-agree and negativity.</li> </ul> </li> </ul> <p><i>Examination of workplace scenarios where workers are expected to complete a project in teams, work together on the line.</i></p>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p> <p>Other audio-visual media</p>
1 week (Week 4)	4. Business sector and its environment	<p>Select a business from each sector, and describing the three environments related to these sectors and the extent to which a business can control these environments</p> <ul style="list-style-type: none"> <li>Identify the three business environments operating within each business sector three economic sectors, and explain the extent to which a business can control these environments</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Magazines</p> <p>Internet</p>
1 week (Week 5)	5. Management and leadership	<p>Differentiation between management and leadership styles and Approaches</p> <ul style="list-style-type: none"> <li>The difference between leadership and management</li> <li>Leadership styles: democratic, autocratic, laissez faire/free reign, charismatic, transactional and bureaucratic.</li> <li>Theories of management and leadership, e.g. leaders and followers, situational leadership, transitional and transformational leadership.</li> <li>The role of personal attitude in success and leadership</li> </ul>	<p>Textbooks</p> <p>Newspaper articles</p> <p>Internet</p> <p>Magazines</p>

Week/ hour	Topic	Content	Recommended resources
1 week (Week 6)	6. Quality of performance  performance	<p>How the quality of performance within the business functions can influence the success or failure of a business</p> <ul style="list-style-type: none"> <li>• Definition of the following concepts: quality, quality control, quality assurance, quality performance and quality management.</li> <li>• The contribution of the business function to the quality of performance on the business                             <ul style="list-style-type: none"> <li>• Impact of the following FIVE TQM elements on small and large businesses:                                     <ul style="list-style-type: none"> <li>○ Continuous skills development/Education and training</li> <li>○ Total client/customer satisfaction</li> <li>○ Adequate financing and capacity</li> <li>○ Continuous improvement to processes and systems including the application of the 'PDCA' model/cycle</li> <li>○ Monitoring and evaluation of quality processes</li> </ul> </li> </ul> </li> </ul>	Textbooks Newspaper Articles Internet Magazines
2 weeks (Week 7 - 8)	Revision exercises	<i>Revision of topics covered during first two terms</i>	Textbook exercises
2 weeks (Week 9 - 10)		<b>June examination</b>	

Term 2: Formal assessment				
Form of assessment	Presentation		June examination	
Marks	50		Paper 1	Paper 2
			150	150
Presentation converted to 25% and June Examination converted to 75% for reporting purposes				

**Note:** Term 3 formal task was given in term 2. Learners should complete the task for term 3 and submit.

The content dealt with in terms 1 and 2 should be revised for the June examination.

At the end of the 2nd term, learners must be able to analyse and interpret any financial information and answer any problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

The Companies Act No.71 of 2008 makes provision for Close Corporations to continue their operations, although in a different format. Close Corporations that are legally registered on the date that the new Act comes into effect may continue to exist for an **indefinite period**, or until they are deregistration or dissolved in terms of the Close Corporations Act.



## Grade 12

## TERM 3

Week/ hour	Topic	Content	Recommended resources
1 week (Week 1)	1. Investment: Securities	<ul style="list-style-type: none"> <li>A range of available business investment opportunities; distinction between assurance and insurance: both compulsory and non-compulsory. <ul style="list-style-type: none"> <li>Johannesburg Securities exchange</li> </ul> </li> <li>Types <ul style="list-style-type: none"> <li>Business investments</li> <li>RSA retail savings bond, shares, unit trusts and fixed deposit</li> </ul> </li> <li>Definitions of: dividends, debentures, capital gain and interest</li> <li>Calculations of simple and compound interest</li> <li>The difference between compound interest and simple Interest</li> </ul>	Textbooks Newspaper articles Internet Magazines
1 week (Week 2)	2. Investment: Insurance	<p>Compulsory and non-compulsory insurance</p> <ul style="list-style-type: none"> <li>Understanding non-compulsory long-term insurance: life insurance and retirement annuities</li> <li>Understanding non-compulsory short-term insurance: theft, fire and other short-term risks</li> <li>Insurance of goods (compulsory and non-compulsory)</li> <li>Calculation of over insurance (non-examinable)</li> <li>Calculation of under-insurance/average clause</li> <li>Differences between over-insurance and under-insurance</li> <li>Compulsory insurance: Unemployment Insurance Fund (UIF), Compensation fund/COIDA, Road Accident Fund (RAF)</li> </ul>	Textbooks Newspaper articles Internet Magazines
1 week (Week 3)	3. Forms of Ownership	<p>Determining the extent to which a particular form of ownership can contribute to the success or failure of a business</p> <p>Recap the characteristics, advantages, disadvantages of forms of ownership: partnership, sole trader, private company, public company, state-owned company, and personal liability</p> <ul style="list-style-type: none"> <li>company</li> </ul> <p>Focus on success and failures factors in terms of capacity, taxation, management, capital, division of profit and legislation.</p>	Newspaper articles Internet Magazines Textbooks Copies of the Acts Partnership articles

Week/ hour	Topic	Content	Recommended resources
2 weeks (Week 4 - 5)	4. Presentation and data Response	<p>Accurate and concise verbal and non-verbal presentation of a variety of business-related information (including graphs), respond professionally to questions and feedback, and amend information as necessary</p> <ul style="list-style-type: none"> <li>Evaluate types of visual aids: Data projectors/Power Point, Overhead projectors, interactive whiteboards/smartboards, handouts/flyers/ brochures, posters/banners/portable advertising stands, flipcharts/whiteboard</li> <li>The process and style of presentation using visual aids e.g. position to allow clear vision, immediate display and change of transparencies/slides; use of pointer to focus attention: <b>Designing a multimedia presentation</b></li> <li>Explain factors that must be considered before, during and after a presentation</li> <li>After presentation: responding in a non-aggressive and professional manner to questions about work and presentation, e.g. answer all questions, make notes, do not argue, apologise for errors.</li> <li>Identify areas for improvement</li> <li>Handling of feedback, amend plans and documents accordingly and integrate these into future plans and activities (<b>enrichment</b>)</li> </ul>	Textbooks Newspaper articles Internet Magazines
2 weeks (Week 6 - 7)	Revision	Revision activities	Previous question papers Textbook exercises Exemplar papers Examination guidelines
3 weeks(Week 8 - 10)		<b>Preparatory examination</b>	

Term 3: Formal assessment			
Form of assessment	Project	Preparatory examination	
Total marks	50	Paper 1 150	Paper 2 150

The word 'recap' as it is used in this document means the content is also examinable, together with the other content taught in that grade.

A **preparatory** examination should cover the entire curriculum and the structure of the question paper should resemble the final examination question paper.

## Grade 12

## TERM 4

Week/ hour	Topic	Content	Recommended resources
4 weeks (Week 1 - 4)	Revision exercises	<i>Revision of all topics in preparation for final examinations</i>	Previous question papers Textbook exercises Exemplar papers Examination guidelines
6 weeks (Week 5 - 10)		<b>Final examination</b>	

Term 4			
Year mark	End-of-year examination		Total
	Paper 1 150	Paper 2 150	300
100	300		400

Converted marks for terms 1 to 3 equals a year mark of 100 (25% of the total mark). Add the year mark to the examination mark of 300 (75% of the total mark) to get a total mark of 400 and divide by 4 to get %.

## SECTION 4

### 4.1 Assessment in Business Studies

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Business Studies focuses on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in economic sectors. The study and assessment of Business Studies must not only cover essential business knowledge, skills and principles, but should also promote entrepreneurial initiatives, sustainable enterprises and economic growth.

Business Studies covers valuable skills such as leadership, risk taking, problem solving and management skills that prepare learners for success in different business environments. Teachers must take all these skills into account when planning teaching, learning and assessment activities.

### 4.2 Informal or daily assessment

Assessment for Learning aims to continuously collecting information of a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities in the classroom. Learners or teachers can mark these informal assessment tasks. .

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

### 4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks,

projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

The Programme of Assessment for Business Studies in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Business Studies, while the end-of-year examination is the seventh task and makes up the remaining 75%.

In Grade 12, assessment is made up of two components: a Programme of Assessment which makes up 25% of the total mark for Business Studies and an external examination which makes up the remaining 75%. The Programme of Assessment for Business Studies comprises **six** tasks which are internally assessed. The external examination is externally set and moderated.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

Grades	Tasks done during the year	End-of-year examination
R-3	100%	n/a
4-6	75%	25%
7-9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be appropriate to age and developmental level. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below.

**Table 1**

Cognitive levels	Activity	Percentage of task
Knowledge and comprehension Levels 1 and 2	Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Application and analysis Levels 3 and 4	Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Synthesis and evaluation Levels 5 and 6	Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

**Business studies action verbs**

<b>ACTION VERB</b>	<b>MEANING</b>
<b>Analyse</b>	Positives and negatives
<b>Apply</b>	Use knowledge or skill to solve a particular problem
<b>Arrange</b>	To prepare for an event, to put in proper order
<b>Argue</b>	Put forward reasons in support of or against a proposition
<b>Calculate</b>	Find an answer using mathematical methods (show the working unless instructed not to do so)
<b>Classify</b>	To divide into groups or types so that things with similar characteristics are in the same group - to arrange according to type or sort
<b>Comment</b>	Write generally about
<b>Compare</b>	To point out or show both similarities or differences
<b>Contrast</b>	Stress the differences, dissimilarities, or unlikeness of things, qualities, events or problems
<b>Evaluate</b>	Positives and negatives
<b>Critically Evaluate</b>	Positive, negatives and state a point or a fact then argue for or against
<b>Define</b>	Give the concise and clear meaning
<b>Demonstrate</b>	To show or make clear - to illustrate and explain - to prove by reasoning and evidence - can give examples
<b>Describe</b>	List the main characteristics of something - give an account of
<b>Discuss</b>	Examine by means of argument, presenting both sides and reaching a conclusion
<b>Distinguish*</b>	The differences must be clearly mentioned next to or underneath each other
<b>Differentiate*</b>	The differences must be clearly mentioned next to or underneath each other
<b>Elaborate</b>	Explain in more detail, in-depth analysis
<b>Examine</b>	To look at or closely or carefully and in detail in order to discover something
<b>Explain</b>	To make clear, interpret and spell out the material you present
<b>Give</b>	To state facts without discussions
<b>Identify</b>	Give the essential characteristics/features of
<b>Impact</b>	Implication e.g. positive or negative
<b>Justify</b>	Prove or give reasons for decisions or conclusions, using logical argument
<b>List</b>	Write an itemised series of concise statements / words
<b>Mention</b>	Refer to relevant points
<b>Motivate</b>	Support your argument, normally taking a positive or negative stance
<b>Name</b>	To state something - give, identify or mention
<b>Outline</b>	Give a summary, using main points and leaving out minor details
<b>Provide</b>	To state facts without discussions
<b>Quote</b>	Take the answer verbatim from the case study/ extract/ scenario
<b>Recommend</b>	To suggest a course of action
<b>State</b>	To present information plainly without discussion
<b>Support</b>	To validate, authenticate or prove
<b>Suggest / Advise</b>	To propose an explanation or solution
<b>Tabulate</b>	To put in table form, answer must be linked

# BUSINESS STUDIES GRADES 10-12

## 4.4 Programme of Assessment Grade 10-12

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Business Studies are indicated below.

### The Programme of Assessment in Grade 10

GRADE 10									
	TERM 1		TERM 2		TERM 3		TERM 4		
Form of assessment	Case study	Control Test	Presentation	June examination	Project	Control Test	Final examination		
Tool(s) of assessment	Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline	Marking guideline		
Total marks	50	100	50	Paper 1	Paper 2	50	100	Paper 1	Paper 2
				100	100			150	150
Time allocation	2 Hrs	1,5 Hrs	1Hr	1.5 Hrs	1.5 Hrs	6 Weeks	1.5 Hrs	2 Hrs	2 Hrs
Date of completion	Week 8	Week 8	Week 6	Week 9 - 10		Week 8	Week 9	Week 10	
Content focus: Knowledge and skills	Market, Micro and Macro environment	Control test should cover 4 topics done as per the ATP for Term 1	At least 4 topics as per the ATP of Term 2	The June exam should cover all topics done as per the ATP for Term 1 & 2		At least 4 topics as per the ATP of Term 3	Control test should cover all topics done as per the ATP for Term 3	The final exam should cover all topics done for the year as per the ATP	

### Weighting of formal assessment in Grade 10

	Term 1		Term 2			Term 3			Term 4		
Assessment	Case Study	Control Test	Presentation	June examination		Project	Control Test	Year mark	Final Exam		Total
Total marks	50	100	50	Paper 1	Paper 2	50	100		Paper 1	Paper 2	300
				100	100				150	150	
Per term weighting	25	75	25	37.5	37.5	25	75				
Per annum weighting	50/5 =10	100/5= 20	50/5 =10	100/10 =10	100/10 =10	50/2.5 =20	100/5 =20	100	300		400
Final Mark								25	75		100

# Programme of assessment Grade 11

GRADE 11									
	TERM 1		TERM 2			TERM 3		TERM 4	
Form of assessment	Case study	Control Test	Presentation	June exam		Project	Control Test	Final examination	
Tool(s) of assessment	Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline		Rubric and Marking guideline	Marking guideline	Marking guideline	
Total marks	50	100	50	Paper 1	Paper 2	50	100	Paper 1	Paper 2
				150	150			150	150
Time allocation	2 Hrs	1.5 Hrs	1Hr	2 Hrs	2 Hrs	6 Weeks	1.5 Hrs	2Hrs	2Hrs
Date of completion	Week 7	Week 9-10	Week 7	Week 9 - 10		Week 2	Week 7-8	Week 9-10	
Content focus: Knowledge and skills	At least 4 topics as per the ATP in Term 1	Control test should cover at least 5 topics as per the ATP for Term 1	At least 4 topics as per the ATP for Term 2	The June exam should cover all topics done as per the ATP for Term 1 & 2		Term 3 topics as per the ATP	Control test should cover 3 topics done as per the ATP for Term 3	The final exam should cover all topics done for the year as per the ATP	

## Weighting of formal assessment in Grade 11

	Term 1		Term 2			Term 3			Term 4		
Assessment	Case Study	Control Test	Presentation	June examination		Project	Control Test	Year mark	Final Exam		Total
Total marks	50	100	50	P1	P2	50	100		Paper 1	Paper 2	300
				150	150				150	150	
Per term weighting	25	75	25	37.5	37.5	25	75		2Hrs	2Hrs	
Per annum weighting	50/5 =10	100/5 =20	50/5 =10	150/15 =10	150/15 =10	50/2.5 =20	100/5 =20	100	300		400
Final Mark								25	75		100



## Programme of assessment for Grade 12

GRADE 12						
	TERM 1		TERM 2		TERM 3	TERM 4
Form of assessment	Case study	Control Test	Presentation	June exam	Project	Preparatory examination
Tool(s) of assessment	Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline
Total marks	50	100	50	300	50	300
Time allocation	2 Hrs	1.5Hr	1Hr	3 Hrs	6 Weeks	3 Hr
Date of completion	Week 8	Week 10	Week 6	Week 9 - 10	Week 2	Week
Content focus: Knowledge and skills	A minimum of 3 topics should be covered as per the ATP for Term 1	Control test should cover at least 4 topics as per the ATP for Term 1	At least 4 topics should be covered as per the ATP for Term 2	The June exam should cover all topics done as per the ATP for Terms 1 & 2	Term 3 topics as per the ATP	The final exam should cover all topics done for the year as per the ATP

## Weighting of formal assessment in Grade 12

	Term 1		Term 2		Term 3			Term 4		
Assessment	Case Study	Control Test	Presentation	June examination	Project	June exam	Year mark	Final exam		Total
Total marks	50	100	50	Paper 1 150	Paper 2 150	50 150	150	Paper 1 150	Paper 2 150	
Per term weighting	25	75	25	75	25	75				
Per annum weighting	50/5 =10	100/10 =10	50/5 =10	300/12 =25	50/2.5 =20	300/12 =25	100	300		400
Final Mark							25	75		100

## NOTE: GRADE 12

The exam consists of one paper out of 300 marks until November 2019.

The paper consists of EIGHT questions for the June exam and 10 questions for the Preparatory exam as well as the year end exam.

## Structure of the June examination – grade 12

From the EIGHT questions only SIX must be answered as follows:

**SECTION A: Question 1 is COMPULSORY (Include Management and Leadership)**

**SECTION B: Consists of FOUR questions of which candidates must only answer THREE: e.g.**

- o Question 2: Business Environment
- o Question 3: Business Role
- o Question 4: Business Operation
- o Question 5: Miscellaneous: Including Management and Leadership

**SECTION C: Consists of THREE questions 6-8 which the candidate must choose only TWO**

- o Question 6: Business Environment
- o Question 7: Business Role
- o Question 8: Business Operation

#### 4.4.1 Forms of assessment

In Business Studies, the following forms of assessment must be administered:

- Case study
- Presentation
- Project
- Control Test/s
- Examinations

##### Terms of references for all tasks:

- The Programme of Assessment informs the type of assessment per term expected from learners
- Each formal assessment task must consist of only one assessment activity
- Each task must be completed by individual learners. (Group work is not allowed as it influences mark allocations as well and result in skewed SBA marks)
- A topic must be specified and clear instructions given to learners as guidance of what is expected when completing the task
- Questions must scaffold from lower cognitive levels to higher cognitive level questions where they are asked to analyse, comment and possibly make suggestions based on the topic and the case study given.
- All tasks must be administered under controlled conditions. Learners must collect information and bring it to the classroom where the teacher and learners can interact with the collected information to complete the task

##### Case study

- Teachers must provide learners with the topics on which the case study will be based for assessment
- Learners to be given one week to collect resources on the topics
- The case study must be administered and completed within two hours under controlled conditions
- Case studies are a very good way of keeping the subject up to date and relevant
- Learners are presented with a real-life situation, a problem or an incident related to the topic
- Each formal assessment task must consist of only one assessment activity
- They should draw on their own experience or prior learning to interpret, analyse and solve a problem or set of problems and make suggestion/s and or recommendation/s to defend their arguments.
- Case studies may be taken from newspaper articles, magazine articles, video clips or radio recordings and all sources must be acknowledged.

##### Control Tests

Two tests, written under **controlled** conditions, are prescribed for Grades 10 and 11. In Grade 12 only One control test is written in Term 1. These control tests must adhere to the following:

- They must be completed by all classes in the same grade on the same day.
- Where there is more than one teacher, agreement must be reached on the scope as well as the date and time of the tests.
- All learners write the same test under examination conditions.
- The duration of each of these tests must be one hour for 100 marks.
- The two tests must be written in Terms 1 and 3.
- Tests must cover the different cognitive levels in examinations. See table on cognitive levels under Examinations in the following section.

- Tests must also include problem-solving questions.
- Tests must cover a range of integrated topics, as determined by the annual teaching plan work schedule and the assessment plan.
- Questions must comply with year-end examination standards.

## Presentation

- A presentation in Business Studies consists of the following components:
 

✓ Written	(40) marks
✓ Oral	(10) marks
✓ Total	(50) marks
- The presentation must be based on topics in term 2 according to the Annual Teaching Plan.
- A maximum of five (5) minutes must be allocated to the oral presentation per learner.
- A different rubric must be used for both the written and oral part of the presentation.
- The rubric for the written presentation must be accompanied by a marking guideline.
- Evidence must be available of the oral mark allocated using a rubric.
- The rubric for the assessment of the written as well as for the oral part of the presentation must include the following aspects:
  - ✓ Criteria used to assess must be discussed with the learners prior to the commencement of the project.
  - ✓ Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)
  - ✓ No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
  - ✓ The depth of responses must be clear to allow a learner to obtain maximum marks.
  - ✓ Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.
- Descriptors should be clearly developed in both rubrics.
- Where e-learning resources are available, the use of electronic presentations should be encouraged and where e-learning resources are not available, posters and/or handout presentations are encouraged.

## Project

- The purpose of a research project is to develop the research, critical thinking and problem-solving skills of learners.
- Projects generally work well if they are structured around some form of problem and learners guided towards further research.
- Research will form part of the project – the project is the evidence of the research conducted.
- Projects must be given to learners towards the end of the second term for submission during the third term. Refer to the note at the end of Term 2 Content (page 17 for Grade 10, page 27 for Grade 11 and page 40 for Grade 12)
- A project is completed over a longer period of time, as they involve some form of research, consolidation and the choosing of relevant information to prepare a written document as evidence.
- Submission of the project is due within the second week of the third term.
- The control in the case of a project will be in the form of continuous monitoring of progress.

- All the criteria used in a rubric to assess the project must be discussed with the learners prior to them commencing with the project.

- A marking rubric must be used for the project and the following aspects are of importance:

- ✓ Criteria used to assess must be discussed with the learners prior to the commencement of the project.
- ✓ Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)
- ✓ No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
- ✓ The depth of responses must be clear to allow a learner to obtain maximum marks.
- ✓ Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.

#### 4.4.2 Examinations

***The following guidelines should be considered when constructing examinations:***

- Content

Content stipulated specifically for the grade	100%
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- Cognitive levels

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

- Problem solving

Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners, but within the context of the learners.

## June examinations

Below is an outline of the structure of the June examination in each of the grades:

Grades	Paper/s	Time	Marks	Topics
Grade 10	1 and 2	1.5 Hrs each	100 marks each	As per Annual Teaching Plan per grade
Grade 11	1 and 2	2 Hrs each	150 marks each	
Grade 12	1 and 2	2 Hrs each	150 marks each	

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### Distribution of marks per section

Exam Paper	Paper	Section A	Section B	Section C	Total
Grade 10	1	20	40	40	100
	2	20	40	40	100

Exam Paper	Paper	Section A	Section B	Section C	Total
Grade 11	1	30	80	40	150
	2	30	80	40	150

Exam Paper	Paper	Section A	Section B	Section C	Total
Grade 12	1	30	80	40	150
	2	30	80	40	150

### Preparatory examination (Grade 12 only)

A preparatory examination is one of the six tasks of the Programme of Assessment for **Grade 12**. Ideally, the preparatory examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the preparatory examination:

	Paper	Time	Marks	Content
Grade 12	1	2 Hrs	150	Business Environment and Business Operation
	2	2 Hrs	150	Business Venture and Business Role

**End-of-year examinations**

Grade 10-12 should write a 3-hour examination of 300 marks as a final examination.

	Paper	Time	Marks	Business Environ- ment	Business Venture	Business Role	Business Operation
Grade 10-12	1	1.5 Hrs	150	50%			50%
	2	1.5 Hrs	150		50%	50%	

**4.5 Recording and reporting**

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to progress or promote to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

**CODES AND PERCENTAGES FOR RECORDING AND REPORTING**

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

#### 4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

#### Formal Assessment (SBA)

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head for Business Studies or Head of Department for the Business, Commerce and Management subjects at the school will generally manage this process. Moderation at the school will be carried out at least once per school term.

#### 4.7 Annexures

#### BUSINESS STUDIES GRADE 10-12 EXAMINATION PAPER GUIDELINE

##### PAPER 1 (Business environments and Business Operations)

SECTION	DESCRIPTION	MARKS AND TIME GUIDE	
<b>A</b>	<b>(Compulsory)</b> Different types of short and objective questions using various assessment styles and covering the entire curriculum, e.g. multiple-choice, match columns, choose the correct word in brackets, etc. (15 short questions x 2)	<b>30</b>	<b>20 min</b>
<b>B</b>	<b>(Three questions in this section must be answered)</b> <b>(Choose any <u>two</u> of the <u>three</u> questions. Two questions of 40 marks each)</b> These questions should cover the entire curriculum. Answers should be in paragraph style. Rubrics can be used in the marking of this question, together with a marking memorandum. Applicable verbs, e.g. discuss, motivate, compare, differentiate, explain, etc. Case studies (scenarios) or source-based questions should be included.	<b>80</b>	<b>70 min</b>
<b>C</b>	<b>Set two questions (use scenarios)</b> <b>Choose any <u>one</u> of the <u>two</u> questions.</b> These are higher cognitive questions which should assess insight and interpretation of theoretical knowledge. (E.g. design, plan, appraise, evaluate, etc.). Answers should be in paragraph style. A rubric can be used in the marking of this question, together with a marking memorandum.	<b>40</b>	<b>30 min</b>
<b>TOTAL</b>		<b>150</b>	<b>2 Hrs</b>

**PAPER 2 (Business Ventures and Business Roles)**

SECTION	DESCRIPTION	MARKS AND TIME GUIDE	
<b>A</b>	<p><b>(Compulsory)</b></p> <p>Different types of short and objective questions using various assessment styles and covering the entire curriculum, e.g. multiple-choice, match columns, choose the correct word in brackets, etc</p> <p>(15 short questions x 2)</p>	<b>30</b>	<b>20</b>
<b>B</b>	<p><b>(Three questions in this section must be answered)</b></p> <p><b>Choose any two of the three questions. (Two questions of 40 marks each)</b></p> <p>These questions should cover the entire curriculum. Answers should be in paragraph style. Rubrics can be used in the marking of this question, together with a marking memorandum. Applicable verbs, e.g. discuss, motivate, compare, differentiate, explain, etc. Case studies (scenarios) or source-based questions should be included.</p>	<b>80</b>	<b>70</b>
<b>C</b>	<p><b>(Set two questions covering the entire curriculum (use scenarios)</b></p> <p><b>(Choose any one of the two questions.)</b></p> <p>These are higher cognitive questions which should assess insight and interpretation of theoretical knowledge. (E.g. design, plan, appraise, evaluate, etc.). Answers should be in paragraph style. A rubric can be used in the marking of this question, together with a marking memorandum</p>	<b>40</b>	<b>30</b>
<b>TOTAL</b>		<b>150</b>	<b>2 Hrs</b>

**4.8 General**

This document should be read in conjunction with:

**4.8.1** *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

**4.8.2** *The policy document, National Protocol for Assessment Grades R-12.*



